

Unit 2 Title: How Does A Person Cope With Life Changing Events?	
Lesson Title: Conflict Mediation – Part 1: Getting ready	Lesson 1 of 2
Grade Level: 4	
Length of Lesson: 45 minute session	
Missouri Comprehensive School Counseling Big Idea: SE.3: Applying personal safety skills and coping strategies.	
Grade Level Expectation (GLE): SE.3.C.04: Exhibit coping skills for managing life changes or events.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development	

Materials (include activity sheets and/ or supporting resources)

<p><i>What is Conflict?</i> Graphic Organizer <i>Three Different Approaches to Conflict</i> Worksheet <i>Mediation Do's and Don'ts</i> Activity Sheet <i>Communication Pyramid for Mediation</i> Activity Sheet Chart paper Markers Pencils Post it notes</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one's own experiences in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	1. Speaking and writing standard English (including

		grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will contribute at least one idea to the concept map and class discussion.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will contribute at least one idea to the concept map and class discussion.

Lesson Preparation

Essential Questions: How is conflict resolved?

Engagement (Hook): Counselor will have previously prepared two students who will come into the classroom having an argument. The counselor will intervene and act as the mediator. She/he will then ask the rest of the class to explain what they just observed and what the outcome was.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>Session 1</p> <ol style="list-style-type: none"> The counselor will act as the mediator and help the students mediate their argument. Counselor will ask the class to explain what they just saw. The counselor will distribute all handouts and ask students to brainstorm “What is conflict?” 	<p>Student Involvement/Instructional Activities:</p> <p>Session 1</p> <ol style="list-style-type: none"> Two students will enter the classroom arguing loudly. Students will explain what they observed. Students will look through the handouts and begin to brainstorm answers to “What is conflict?”
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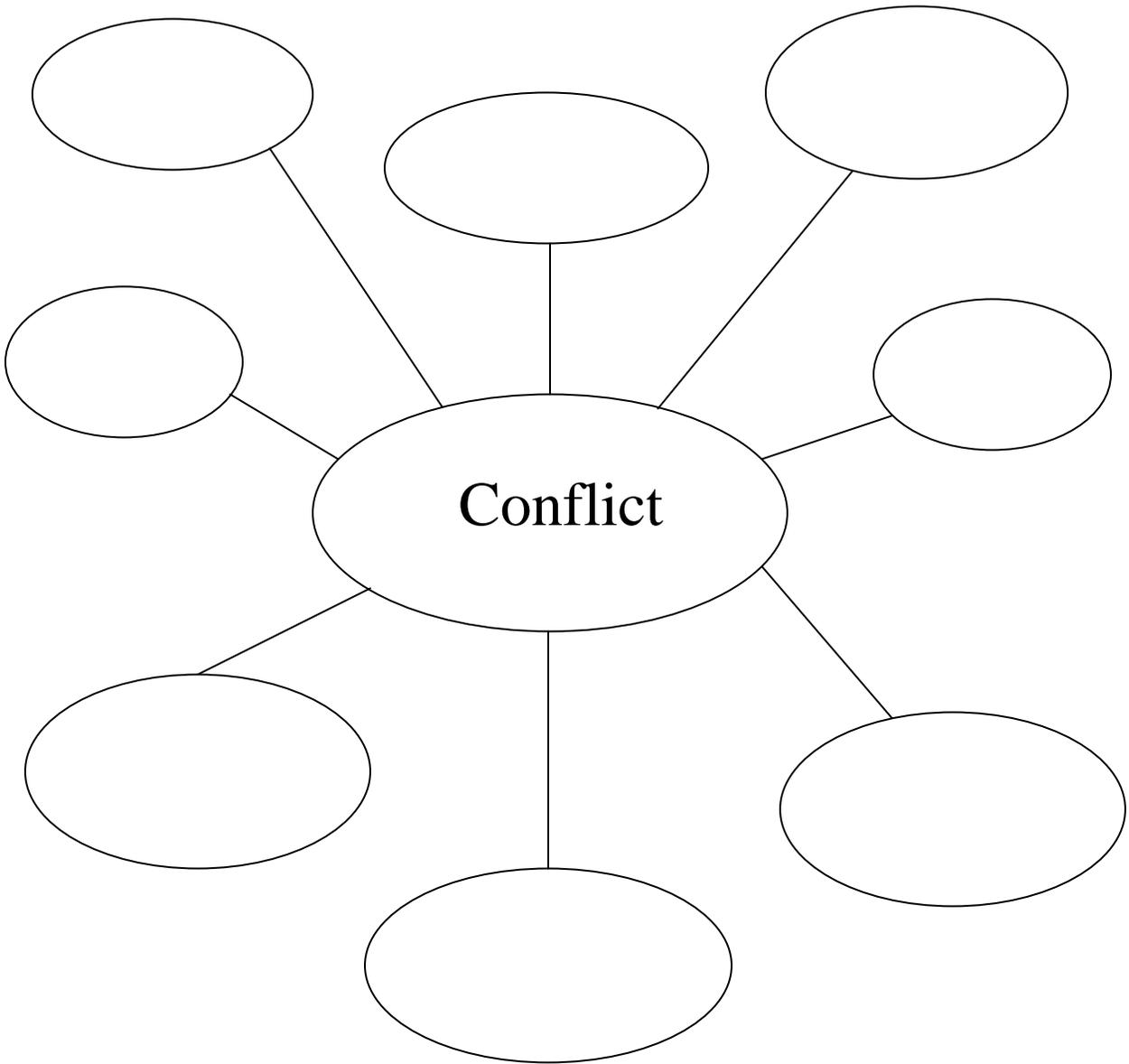
<p>4. Counselor will discuss escalation and de-escalation of conflict and look at the win-win or lose-lose scenarios. Counselor will also present the idea of aggressive, passive, and assertive responses to conflict.</p> <p>5. Counselor will present the <i>Mediation Do's and Don'ts</i> and the <i>Communication Pyramid</i>.</p> <p>6. Counselor will end the session letting students know that next time they will actually role-play practice mediation.</p>	<p>4. Students will generate various conflict scenarios and discuss appropriate responses.</p> <p>5. Students will discuss the <i>Mediation Do's and Don'ts</i> and look at the <i>Communication Pyramid</i>.</p> <p>6. Students will understand that next session they will be doing an actual mediation practice session.</p>
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Teacher Follow-Up Activities

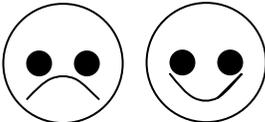
Students will share the *Mediation Do's and Don'ts* with their teacher. Students will practice the skills learned to resolve conflicts.

Counselor reflection notes (completed after the lesson)

What is Conflict?



Adapted from the work of Thomas Gordon, Parent Effectiveness Training materials.

 <p>WIN – WIN</p> <p>Both people get what they want Conflict solved</p>	 <p>WIN – LOSE</p> <p>Person 1 gets what he/she wants but person 2 does not Conflict NOT solved</p>
 <p>LOSE – WIN</p> <p>Person 1 does not get what he/she wants and person 2 does Conflict NOT solved</p>	 <p>LOSE – LOSE</p> <p>Neither person gets what he/she wants Conflict continues</p>

Three Approaches to Conflict

Aggressive

Passive

Assertive

Mediation Do's and Don'ts

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|---|---|
| 1. Do listen carefully. | Don't take sides. |
| 2. Do be fair. | Don't tell them what to do. |
| 3. Do ask how each feels | Don't ask who started it. |
| 4. Do let each one state what happened. | Don't try to blame anyone for the situation. |
| 5. Do treat each person with respect. | Don't ask, "Why did you do it?" |
| 6. Do keep what you are told confidential. | Don't give advice. |
| 7. Do mediate in private. | Don't look for witnesses. |

Communication Pyramid For Mediation

